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ABSTRACT

The identity of the progressive educational movement is in a state of crisis. Past answers, it seems, are no longer sufficient to define an educational policy that responds to the objectives of democracy and equity in education. To help understand this crisis, some reflections on the role of education are offered in this text, which tries to provide a better understanding of what is changing and how it has changed. It also looks ahead to try and provide a course for action. The book combines different disciplinary approaches--history, sociology, pedagogy, psychology, and philosophy--and although it takes a political stance, it tries to allow room for doubts and queries so as to avoid the dichotomous thinking that presents only pure pessimism or total optimism. The nine chapters focus on such topics as the crisis in the traditional educational system, efforts to ensure quality education for all citizens, the role of new technologies, ways in which to construct an identity so as to balance such ideals as individualism and general interest, the makeup of the total school, the establishment of a system of education or an institution of education, the many expectations placed on teachers, and some of the characteristics of educational reform. (RJM)

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